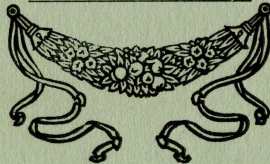


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The Pikeville Collegian.

PIKEVILLE..
COLLEGIATE
INSTITUTE...



Vol. 1.

January, 1906.

No. 4.

SCHOOL OF

Stenography and Typewriting

We wish to call the attention of young men and women to the advantages of stenography and typewriting as a stepping stone to positions of trust in business concerns, and to important position in the government employ. It is difficult to find a more advantageous position for a young man than that of secretary to some captain of industry or to some man who is prominent as a statesman, jurist or diplomat. A young man to secure such a position must be an expert stenographer.

The late Secretary Hay was private secretary to President Lincoln, and while a man of great natural ability, yet he owed his success as a diplomatist, in a large measure, to his close contact with Abraham Lincoln as his private secretary. Secretary Cortelyou, began his public career as private secretary to President McKinley. The editor of the Review of Reviews, speaking of Mr. Cartelyou in this connection, in the April number of 1901. says: "For the benefit of young men, by the way, it is worth while to note the fact that Mr. Cortelyou, who has also a liberal education, owes no small part of his advancement to the fact that he did not disdain to become an expert stenographer. Young men in this country ought to be made aware of the importance that is attached to this practical accomplishment in England, where not a few of the younger politicians and rising statesmen of note have begun their work as private secretaries."

It is said upon good authority that the government cannot find as many qualified young men as it needs for stenographers. Why not prepare yourself for such a position? The Pikeville Collegiate Institute offers special inducements and advantages for such a course of study. The winter session opens January 2, 1906. We now have students who are doing special work in English in preparation for the course in stenography.

The rates of tuition are low and the class of instruction is high.

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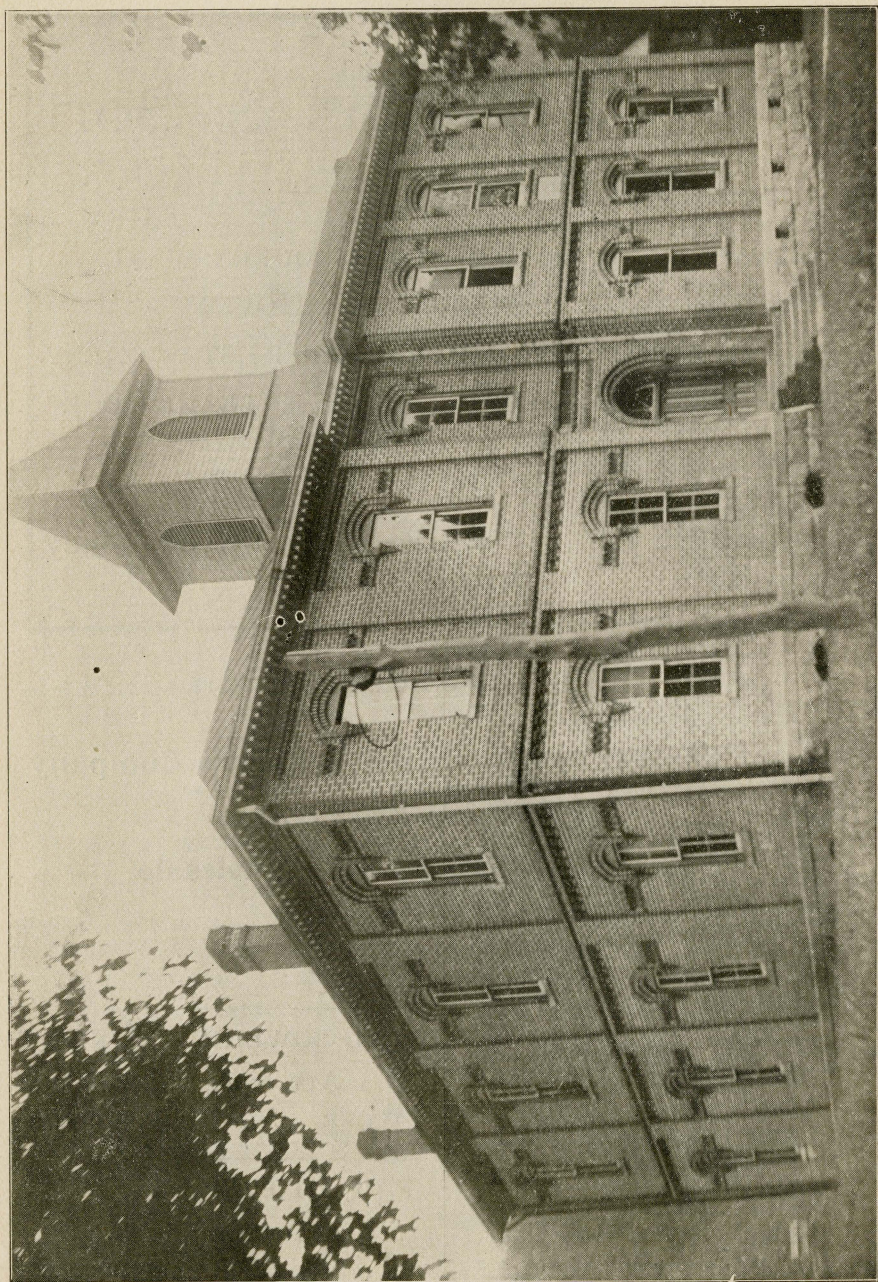
ATTORNEY-AT-LAW

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ATTORNEY-AT-LAW

Pikeville, Ky.



PIKEVILLE COLLEGE INSTITUTE.

The Collegian

Published monthly at Pikeville, Ky., October to June inclusive, by members of the upper classes under the direction of the faculty.

Subscription 25 cents a year. Single copies 5 cents each. Make all remittances and address all communications to The Pikeville Collegian, Pikeville, Kentucky.

The purpose is to promote the cause of Christian education.
Rates of advertising made known on application.

Vol. 1.

Pikeville, Ky., January, 1906.

No. 4.



Thoughts for Young People.

BY P. D. BEVINS.



Herbert Spencer in his "Education" makes a strong plea for the contemporaneous development of the three-fold nature of man, mental, moral and physical. The body is the physical basis for the mind's operation. Its health and vigor strengthens or weakens the mental constitution just as the foundation of any mechanical structure strengthens or weakens that which is erected upon it. The body is also the dwelling place of the soul and may become fit or unfit for its immortal inhabitant just as the cottage home may, by care or lack of it, become fit or unfit as a dwelling place for its owner.

Horace Mann, in his famous lecture, "Thoughts for a young man," dwells at length upon the necessity for the harmonious education and growth of our physical, mental and moral constitutions.

Mr. Mann very pertinently asks: "Why should not a young man indulge an ambition to lay up a stock of health, as well as to lay up stocks of any other kind? Health is earned—as literally so as any commodity in the market. Health can be accumulated, invested, made to yield its interest and its compound interest, and thus be doubled and redoubled." True as Mr. Mann further suggests, one

may lose his capital of health by one physical misdemeanor as a rich man may lose his fortune by one gambling venture. Still health with proper knowledge and care may be increased or decreased as any other capital. "This, too, is a species of wealth, which is not only capable of lifelong enjoyment by its possessor, but it may be transmitted to children by a will and testament that no human judicature can set aside." Many a bright mind and many a noble spirit have in a greater or less degree been handicapped by ill health resulting from carelessness or lack of knowledge on the part of the possessor or his parent. Many masterpieces of Literature are far less brilliant than they would have been, had their writers possessed perfect health. No intelligent reader can help but feel while reading the productions of Alexander Pope, that had the writer possessed a strong physical constitution, Pope would stand in the very *first* rank of English writers instead of the second rank. Many a glorious career has been limited or cut short by the ill health of the promoter. The life of Richard H. Menifee is a famous Kentucky example. Some one has well said, "Knowledge is power." That power will be stronger, more persistent and steadier, if rooted and grounded in a strong healthful physical basis. The real successes and the supreme joys of this life increases as our *power* to comprehend God and the laws of his universe increases. Says Mr. Mann: "So far as we understand the Creator's laws, He invests us with His power. When knowledge enables me to speak with the flaming tongue of lightening across a continent, is it not the same as though I had power to call down the swiftest angel from heaven, and send him abroad as the messenger of my thoughts? When a knowledge of astronomy and navigation enables me to leave a port on this side of the globe and thread my labyrinthine way among contrary winds, and through the currents and counter-currents of the ocean, and to strike any port I please on the opposite side of the globe; is it not the same as though God for this purpose had endued me with *His* all seeing vision, and enabled me to look through clouds and darkness around the convex earth?
 * * * Every acquisition of knowledge, also, which the intellect can make, assimilates the creature to the allknowing Creator.
 * * * Do not these reflections prove the worth and power and grandeur of the human mind, and show the infinite nature of the boon and blessedness which have been placed within reach of every human being?"

So much for our physical and intellectual education, but why neglect the highest, noblest, most divine part of ourselves—the immortal part—that part that will still live,

“When the vast sun shall veil his golden light
Deep in the gloom of everlasting night;
When wild destructive flames shall wrap the skies,
When ruin triumphs and when nature dies?”

In comparison with the intellectual education, Mr. Mann has this to say of our moral education: “But a higher and holier world than the world of Ideas or the world of Beauty, lies around us; and we find ourselves endued with susceptibilities which affiliate us to all its purity and all its perfectness. The laws of nature are sublime, but there is a *moral* sublimity before which the highest intelligences must kneel and adore. * * * The heart can put on charms which no beauty of known things, nor imagination of the unknown can aspire to emulate. Virtue shines in native colors, purer and brighter than pearl, or diamond, or prism can reflect. * * * Scientific truth is marvelous, but moral truth is divine; and whoever breathes its air and walks by its lights, has found the lost paradise. For him, a new heaven and a new earth has already been created. His home is the sanctuary of God, the Holy of Holies.”

The experiences of all the past ages prove the truth of the contention of the two great educators just quoted. Now then what is the great question confronting each young man or young woman in our country? Is it not this? Where can I get this well rounded, equally balanced education of my three-fold being?

You can get it in some school or schools where the Programme of Exercises is so constructed and where the work is so conducted as to continually give equal development toward the perfection of your physical, mental and moral nature. This, however, can be done only when you cheerfully and willingly labor in harmony with the rules and regulations of such a school.



Our Public schools, not all of them, but far too many of them, emphasize only intellectual education, to the neglect of the physical and moral. Far too many of our colleges allow their students to emphasize physical education to the neglect of the moral. I know of no school that emphasizes too strongly the importance of moral education but almost all of our schools fall below the requirements in

this particular. So, we have not many Theodore Rosevelts whose unswerving honesty regardless of politics tends to give to each individual of a whole nation a, "square deal;" nor do we have many Joe Folks whose *religious morality* enables him to execute all the laws of the great state of Missouri without fear or favor, for the poor as well as the rich, while he himself obeys the higher law given from Mount Sinai.

We *do* have many giants in physical strength who expiate their crimes on the scaffold or languish in the prisons of our country. We also have many who have achieved intellectual success but like the M'cCurdys and M'cCalls have become thieves on a great scale, mercilessly robbing thousands of widows and orphans.

Going back to the important question asked, the writer of this article believes that the institution founded and supported by the friends of Christian Education, and under the management of persons of undoubted christian character is a good and wholesome place, to receive physical, mental and moral development. Moral training is not neglected in such an institution as it is so woefully done in many schools. Better, far better, had a young man or young woman stay out of school entirely remaining ever near the ancestral hearthstone where the loving smile and the daily examples of a saintly mother keeps the lives of her children pure than to attend many of the schools and colleges of this country where moral education is almost totally neglected, where not ignorant rogues but educated rascals are turned out by the score to prey upon the unsuspecting public.

In view of these facts the parent should choose, for his son or daughter, the school in which to have his child educated, as carefully as he would choose for either, a life companion. The same is true as to those who are old enough to select for themselves the school of their choice.

	<h3>To Train Men of Power, That is the Present Need</h3>	
<p>PROF TYLER OF AMHERST COLLEGE. (From the Boston Transcript, November 4, 1905)</p>		

We print in part a lecture delivered by Prof. John M. Tyler, a biologist of note in Amherst College as to his views of training men toward power and character rather than mere learning. He made the point that while education of the present is striving for the best in all

lines, there is at the same time an undercurrent of unrest, almost sadness with existing conditions. But his reasons for hope are an inspiration to teachers.

"Systems of education are exceedingly old. Higher mammals and birds train their young; primitive and savage tribes educate their children. The subject has been treated in the writings of most of the sages of antiquity. It seems as if we might long ago have discovered the ideal system. Yet education is more widely discussed to-day than ever before. Still the wise and learned disagree. Socrates used to say that, if a thing be good, it must surely be good for something. What is an education good for? Every year a host of utterly ignorant and helpless little immigrants arrives in this world. It is the purpose and business of our system of education to prepare them to meet the duties and emergencies of adult life with strength, courage and wisdom. We must train them to bear its hardships and burdens, to face its difficulties, to conform to a new environment.

If anyone could discover or frame a system which would enable the child and man to avoid or cope with the dangers of life, to meet its emergencies, and to seize its opportunities, he would evidently render mankind a great service. Such a system would be exceedingly useful. Opportunity is boundless. It means health, vigor, power, wisdom, goodness, service and love. It means making the most of ourselves and of this goodly world; it means framing an environment to which we may safely and wisely conform.

No System Can Meet All Needs.

But the dangers, opportunities, and emergencies of life differ altogether in different places and times. Those of the German State and citizen are quite different from ours in America. An empire situated in the middle of Europe with few natural boundaries, and surrounded by warlike neighbors, must be an armed camp. Its climate and soil, Government and conditions, its political and social conditions, will unite to give peculiar opportunities to its citizens, and to expose them to peculiar dangers and emergencies. The ideal German education would not suit American needs. We can learn much from them; we cannot safely copy them.

Much more must the system of education be suited to its time, and to the changing conditions of life. The English Puritan stock was a blend of the toughest and hardest races of all Europe. The boldest and most adventurous individuals were sifted out to plant

New England. The keen, bracing air keyed up and refined the nervous system of the dull and somewhat stolid people. The dangers and hardships of pioneer life and the spur of necessity made them shrewd, quick and inventive.

They lived in villages each one of which was more remote from its neighbors than is Boston from New York to-day. Every village had its fringe of scattered farms. Behind them stretched the wilderness tempting the lazy and the adventurous to barbarism and savagery. Educated men were rare, books few and expensive. Illiteracy and the barbarism which springs from ignorance were very special dangers. The stress of life bore heaviest on the tough muscular system. There was little competition, much monotony. Opportunities were few. Children were ambitious to clear a larger and better farm than their fathers had possessed. Their life was one of manual labor in the open air. Their pleasures and relaxations were simple and healthy. There were huskings, sugarings, roadmendings, raisings and training-days. Nine-tenths of the child's education consisted in his home training. He had more physical exercise than he wished. Nature study was unavoidable. Of manual training there was no lack. Every farm was a hive of the most varied industries. Children had their duties and their responsibilities, and were compelled to face countless emergencies as best they could. Learning was respected. The school year was very short. It was at best devoted to the study of whatever books were to be had. It was a well-balanced, wise, practical system of education, and it produced strong and intelligent men and women.

Twentieth Century Sedentary.

The dangers, opportunities and emergencies of the twentieth century are totally different. Most of our communities have little to fear from illiteracy, and our barbarism springs from a very different source. Our stock is no longer homogeneous. They tell us that our wealth has been increasing three times as fast as our population. Great manufacturing centers have sprung up. All the problems of the great city, with its mixed population, distinct classes, wealth and poverty, vice and misery, its vast opportunities and equally great dangers, have confronted us suddenly. Many smaller cities are fast growing into the same conditions, apparently almost unconscious that they have any great problems to face. How many children go hungry to school? Mr. Hunter in his book on poverty guesses fifty

thousand in New York city alone. How many are still dwarfed and poisoned in our tenements in spite of all our recent improvements? Where do the children of the great middle class in our cities play? What employment can we find for them? What have we put in the place of the physical exercise, manual training and outdoor life of the farmer's boy of the nineteenth century?

As fast as we can we are exchanging a life of muscular effort in the open air for a sedentary life devoted to work of the brain. The farm is deserted; store, office and desk are crowded. We avoid manual labor, if we do not despise it. Factory operatives do not wish to have their children receive manual training; they prefer accomplishments which will prepare them for a higher plane of life. We cannot wonder at this. The tendency will surely continue. The terrible competition is accomplished by fret, worry and discontent. The strain falls heaviest on the youngest, most complex and weakest portions of our brain.

Moving Away from Manual Work.

This revolution in our modes of life necessarily disturbs the balance and workings of all our organs. Hearts, lungs and kidneys owe their development and present power to the demands and stimuli of the muscular system; and these greatly increase the effectiveness of our digestive and assimilative tissues. It was sensation and motion, not thought or learning, which laid the foundations of the brain and stimulated the development of all its centers. Our internal organs can and will respond to all reasonable demands of our muscular system. It is an inherent habit. They require these customary motor stimuli to maintain them in their best condition. Without them, as in sedentary life, they degenerate and invite, if they do not produce, disease.

Dr. Baxter, in his report of the Provost-Marshal General's Bureau, tells us that nearly three-fourths of all the teachers examined as to their fitness for military service in the War of the Rebellion were rejected as unfit; of physicians and clergymen, two-thirds; of laborers and farmers, one-third. There is, he tells us, a steady increase of disease as we ascend the so-called social scale from the man who works with his heavy muscles only to those who rely on cerebral to the practical exclusion of muscular work. Even if the profession is the refuge of the weak, and not the cause of their weakness, the child of the professional man is likely to inherit a low tone of vitality.

As the muscles are less used, and the sensory portion of the nervous system gains the upper hand, so to speak, over the motor, a hypersensitiveness to pain and discomfort results. This tends to produce timidity and hesitation, and is an important element in hysteria and other forms of nervous disease, as well as a symptom of general weakness. "Health," says a physiologist, "comes in through the muscles, and files out through the nerves." Sedentary life and excessive brain labor are causes or occasions of disease. These conditions have resulted in similar, perhaps more marked, effects in our American women. The fathers and mothers have sinned and, too frequently, the children's teeth are set on edge.

Children Who Need Special Attention.

Two classes of children in our public schools demand special attention to-day. First, the children of the business and professional classes. Second, the brighter and more ambitious children of every class. Both these classes will probably enter into business or professional life. A sound and vigorous body and tough nervous system are absolutely essential to their success. Muscular exercise and fresh air are necessary to the child to promote growth and development of all the vital organs, the brain included. If the motor centers are not well developed, the adult becomes an unpractical dreamer, ever, as President Walker has said, "standing shivering on the brink of action," always planning, hoping or criticising, never creating or realizing. The motor centres must be developed early. If at all. The average child needs far more out-door exercise to-day than a century ago. He actually has far less than used to be furnished by the farm. In the city he has very little, if any. The child begins going to school younger, and the school year is almost three times as long as then. We are planning summer schools to keep him busy and to take him off our hands for the rest of the year. We hope that the room is properly warmed and ventilated and lighted, and that the desks are suited to his stature. But in our smaller towns and villages one young woman or mere girl must manage fifty or more children at their most restless age. Order must be maintained or chaos will result. The children must sit still a large part of the time. I sympathize with the teacher even more, if possible, than with the children.

Prepare to Fight for Ideals.

We must prepare the child for life of boundless opportunity, of vast complexity, and of sudden changes. It is a world of telegraph

and telephone, of rush and drive, of great enterprises, and one in which the unexpected and incalculable is always happening. Our fathers suffered from isolation and loneliness, and longed for neighbors. We are crowded together, and the crowd is too often ruled by the crowd spirit and by conventionality. If anyone will maintain his individuality, and hold fast his ideals, he must be prepared to fight for them.

Let us glance at the brighter side of the picture, and not dwell too long on the shadows. Hopeful signs are tenfold more numerous and clear than discouraging symptoms. Men are everywhere awakening to the responsibilities of wealth and power. Fraud, graft, child-labor, and oppression of the poor, can no longer flourish in the dark; they are exposed on the pillory. Never was charity more broad, active and wisely directed. Never was the soul-hunger for something sure, true and lofty, stronger and deeper. The heart of the people is set on justice and righteousness. There is more genuine religion in the world than ever before. Sooner than most of us believe it will assert its power, and assume a fairer, more compelling form. What we need is leaders, and our schools must furnish them.

We have a great body of well-trained, earnest, devoted and efficient teachers. We have wise superintendents. They will never be content with the good while the better is attainable. It is a matter for wonder and gratitude that our schools have been adjusted to the changes of the last fifty years as well as they have been. More and better buildings, books and apparatus have been liberally provided. Means and methods of teaching have improved and multiplied. Our schools and colleges are becoming, or have become, excellent Institutions of learning. Are we resolutely, steadily and wisely working to make them institutions of power? Both learning and power are needed; but the power is even more important, and far more difficult of attainment, than mere learning.

A football captain said of his team, "It needs more pounds in the rush-line." I know of no better statement of our present needs in our schools and colleges, or in the men and women who go out from them. The prophet who foresaw that a king should "reign in righteousness," and that a man should be "as an hiding place from the wind, and a covert from the tempest; as rivers of water in a dry place, as the shadow of a great rock in a weary land." The goal of education, as of evolution; is to produce a generation of such men and women. The State has made us teachers the dictators of the twentieth century, and has bidden us "see to it that the republic receives no harm."



READING FOR PROFIT.



Two articles in McClure's for January each of which is a character sketch, the one of President Roosevelt, the other of Mark Fagan, Mayor of Jersey City afford not only pleasure but profit to the reader. However, in the reading of such articles the tendency is to get the facts concerning the man and to leave the reading with the feeling that here is a successful man, without inquiring what are the characteristics that have made the man a success; what is it that differentiates him from other men and while he has succeeded others failed.

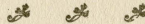
A great many of the young men who admire such characters as these and others like them, for example, Folk, LaFollette, Mayor Weaver and others and who receive inspiration while reading character sketches, find their enthusiasm vaporizing soon after the reading. Why? They have gotten the facts, the results of certain causes without inquiring the cause of the effects. In other words, they have learned what some man who is conspicuously successful has done without knowing how he did it or what in his method of work or study or activity of any sort, produced results.

The man whose biography is worth writing or worth reading after it is written must have done something that is worth doing again. At a different time, of course; in a different way, perhaps; under a different environment, always. It is not enough to know that he has accomplished certain things, achieved certain successes. If one aspires to do things equally as well or achieve an equal success in his own undertakings he must inquire how his hero did it. This can usually be done in ones reading. Even though the author has not made any conscious effort to reveal his subject's motives, or point out the peculiar characteristics which has led to his achievements if the author has done his work faithfully, a thoughtful reader can usually read enough between the lines to form a correct analysis of motives and characteristics.

What is true of biography is also true of history, for history is little else than biography. Every event in history has had its cause some place in history. Every achievement of individual or nation is due to some distinctive characteristic of that individual or national life

that differentiates individual or nation from the common place individuals and nations. Any reading of history that sees in it and gets from it only facts has missed the cream of the study of history and is content with the skim milk. There are no events in history that do not reveal the selfishness or unselfishness, the ignoble or the noble purposes of men; man's inhumanity to man or man's love for God and his fellowmen. A reading of history that finds more in it than facts, leaves the reader better fortified to meet the difficulties and surmount the obstacles that confront him. He is prepared to avoid the mistakes and profit by the successes of others.

Even the reading of fiction, if it is at all worth reading, should leave one the better for having read it. Aside from the story, which is the least of it, and the literary style which ought to contribute to one's own intellectual attainments, there is that which is better than either, the study of character. Sometimes one finds weakness in a character of fiction that reveals to him the frailties of humanity that he has not suspected some of which if he is honest with himself he may detect in his own nature. Again he finds a strength of character that shows him the possibilities of life and the marvelous influence of a noble soul. Reading biography, history or fiction for profit does not consist alone in getting facts or story or literary style, but better, acquiring knowledge of human nature. "The greatest study of man is mankind."



GOLD NUGGETS.

Where withall shall a young man cleanse his way? By taking heed thereto according to the word. Ps. 119:9.

Thy word have I laid up in mine heart, that I might not sin against thee. Ps. 119:11 R. V.

A good name is rather to be chosen than great riches, and loving favor rather than silver and gold. Prov. 22:1.

A more glorious victory cannot be gained over another man than this, that when the injury began on his part, the kindness should begin on ours.—Tillotson.

Learning without Christ, is among the most dangerous attainments the human race has ever secured, and one of the most unsatisfying.

What a man knows should find expression in what he does. The value of superior knowledge is chiefly in that it leads to a performing manhood.—C. N. Bovee.

Nothing is denied to well directed labor; nothing is ever to be attained without it.

God does not give excellence to men but as the reward of labor.—Sir Joshua Reynolds.

The virtues, like the body, become strong more by labor than by nourishment.—Jean Paul Richter.

There are two freedoms—the false, where a man is free to do what he likes; the true, where a man is free to do what he ought.—Chas. Kingsley.

Conquer thyself, till thou hast done that, thou art a slave; for it is almost as well to be in subjection to another's appetite as thine own.—Burton.

Life is great if properly viewed in any aspect; it is mainly great when viewed in connection with the world to come.—Barnes.

Let the current of your being set towards God, then your life will be filled and calmed by one master passion which unites and stills the soul.—Marlaren.



FUNNYISMS.

Ethyl to Gladys who has witnessed a game of foot-ball for the first time—"Was Reggie on the eleven?"

Gladys—"Well, dear, from where I sat it looked as though the eleven were on him."—Lippincotts.

"Ef dat engine knocks me off de track again," said the colored brother who had pillowed his head on the rail, "I'll be boun' ef I don" rise up en sue de road for damages.—American Primary Teacher.

Canasser—"I am organizing a piano club in this neighborhood. Would you care to join?"

Flatleigh—"I'll be only too glad if you will promise to use the club on the pianist next door."—Chicago News.

Money has been contributed as follows for current expenses for the year 1905-06. We wish to express our gratitude through the "Collegian" for the help received.

Mr. Jas. A. Curry.....	\$ 72.
Mrs. Wm. Thaw	\$250.
Miss Isabel Chalfant and sisters.....	\$100.
Miss Matilda W. Denny	\$ 50.
Mr. W. W. Blackburn.....	\$ 50.
Rev. Wm. L. McEwan, D. D.....	\$ 50.
Mr. J. C. McCombs.	\$ 5.
Mr. J. H. Dunlevy.....	\$ 2
Mr. J. B. Ayers.....	\$ 2.
Rev. Wm. Harrison Decker	\$ 2.

Scholarship contributed for the year 1905-06.

Mr. Jas. A. Curry, for tuition	2.
Messrs. Ivory and Kiska'don, board and tuition.....	1.
Robert B. Ivory, Jr., board and tuition	1.
Miss Margaret L. Dunshee, board.....	1.
Young Ladies Mission Band, Maysville, tuition.....	2.
Mrs. W. E. Bradley, tuition	2.
Young Ladies Mission Society, Point Breeze, Presbyterian Church, tuition	1.
Miss Rebecca G. Averille, tuition.....	1.
Primary Sunday School Class, Frankfort, tuition	1.
Y. P. S. C. E., Ashland	1.
Young Ladies Aid Society, Third Church, Pittsburgh, Endowed scholarship, known as Mrs. Margaret Gable Fowler scholarship	1.
Miss Anna Stanley, tuition.....	1.
Woman's Missionary Society, Falmouth, tuition.....	1.

Following are the amounts that have been received for furnishing rooms in the new addition to Hendrick's Hall.

Woman's Missionary Society, Maysville, Ky.....	\$30.
Woman's Missionary Society, Ludlow, Ky.	\$30.
Y. P. S. C. E., Sharpsburg, Ky.....	\$25.
Senior Y. P. S. C. E., Franklin, Pa.	\$15.
Junior Y. P. S. C. E., Franklin, Pa.....	\$15.
Flemingsburg Presbyterian Church.....	\$30.



COLLEGE NOTES.



Miss Johnston and Miss Mourning, members of the faculty, spent their vacation at home. The former at Parkville, Mo. and the latter at Campbellsville, Ky.

Miss Grace Cline and Miss Myrtle Bentley former students of the College are spending their vacation at home. Miss Cline is a student of a woman's college in Lexington and Miss Bentley of Caldwell College in Danville, Ky.

Mr. James D. Francis Class of '03 who is employed in the engineering department of the South & Western R. R. is spending his holiday vacation with his parents here.

Miss Josephine Francis a former student, now one of our most successful county teachers was at home for the holidays.

The students who went home for the holiday vacations will all return for the winter term. Some of them to enter the teachers' class, others to take the business course while others are classified in the regular courses looking forward to graduation.

The Christmas exercises in the various churches were all well attended and the children of the Sabbath Schools, many of them who are students in some department of P. C. I., contributed very much to the enjoyment these exercises by their singing, recitation, Etc.

The addition to Hendrick's Hall is completed and ready for use for girls at the opening of the winter term. The ground on which the girls new dormitory is to be erected has been graded and work is to begin on the excavation for basement at once. We are looking forward to the time when that building will be completed and thus make Pikeville Collegiate Institute the best equipped school in the Mountains of Kentucky.

Many of the patrons and friends of education visited the exhibit of students' work the day school closed and the week following. They were all enthusiastic in their praises of the work and appreciated keenly the marks of growth on the parts of pupils as shown in their work as represented in the exhibit from grade to grade. The faculty will probably place the work of the students done in the next few months on exhibit during commencement week. Boys and girls let us see how much better we can make that exhibit than the one at the close of the second quarter.

The faculty expects a goodly number of teachers who will be preparing to take the course for State certificate examination.

At the opening of the winter term, January 2, Dr. Record said among other things in his address to the students: "Whenever I stand before our students at the beginning of a new term I wonder what is their notion of what the school should do for them. Is it that they are to be merely the passive recipients of a bundle of facts or have they the higher conception of the work of the school that it is the place where the student is to obtain trained capacity for mental labor, rapid, sustained, intense. This is certainly the best thing intellectually that a school can give to its students. Such training of a necessity carries with it the accumulation of facts though the accumulation may not be so rapid as where merely facts are sought for, where that is the end and aim of all instruction but it is certainly the surer way to acquire knowledge. If any student here this morning is here expecting only to acquire a certain number of facts, regardless of their educational value I want that student to know that he has a low conception of what an education is or of what an educational institution should do for him. Let it be written in large letters on memory's page that the best thing you can get here or at any other educational institution is the trained capacity for mental labor, rapid, sustained, intense. Having, this you are in a position to acquire an abundance of facts and without it, facts laid hold upon will slip away.

An old negro of Evergreen, Ala., who had been foreman of an estate in slavery days, and who had continued in that capacity after being freed, had never been in court. He decided he would like to hear a case tried. He made known his desire to his employer, and asked him to name a day when an interesting case was on. The date was named and uncle Tom spent the entire day in the court house and gave the closest attention to every detail of the case. The trial finished, and as he came from the court house he was asked: "Well, uncle Tom, what do you think of it?" Uncle Tom took off his hat and scratched his head a little, then said: "Well, boss, if bof dem lawyers tell de truf, dey is bof de biggest liars dat ever lived."

"John," said Farmer Fodder shucks to his college bred son, who was home on a vacation, "hev ye noticed Si Mullets oldest gal lately? Strikes me she is getting to be a right likely critter, hey?"

She's as beautiful as Hebe," agreed John enthusiastically.

"Au shucks" grunted Farme F. "She's a blamed sight purtier'n he be. Why, he ain't no beauty. She gits it from her mothers folkes."

"There's just two things that break up most happy homes," observed the philosopher. "What's them," inquired a listener.

"Woman's love for dry goods and man's love for wet goods, b'gosh."

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